**Journal *Autrepart* – Call for Contributions and Notes**

**Girls’ education: what is the current situation?**

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 For two decades, a surge in the numbers of females in education along with rising female/male gender parity indices for the different stages of education have been indicating a trend towards more generalised equal access to education in the countries of the South, even though very wide variations are observed. For example, in quantitative terms parity has been reached in Latin America, contrary to Asia and Africa. The large gaps in equality between countries of the South reflect several factors: the quite particular histories of education systems and national contexts influencing education policies, social representations of the place and role of women and gender relations. For girls, inequality regarding access, success and educational pathways cuts through all successive stages of education. These effects both accentuate and change all the way through girls’ and women’s education.

 Gender-related educational inequality in the countries of the South has long been studied. However, only recently has the gender approach been incorporated in such research, especially in the French-speaking spheres. This approach allows both analysis of the various inequalities observed and identification of links between practices and social representations. It also makes it possible to review other forms of inequality based on class, caste, religion, ethnic group or nationality and to consider the underlying power relationships. Sometimes, these power interactions are exacerbated in political strategies where violence towards girls in education reaches its height (for example in Afghanistan, Pakistan or more recently Nigeria).

 The three major themes of study set out below can be dealt with in this issue either independently or by exploring links between each of them. Contributions are invited from all disciplines of social sciences.

**1. Public education policies and girls’ education**

 The role of the international agenda and various conferences focused on education- (Jomtien Conference, 1990; Dakar Forum, 2000), concerning women (Beijing Women’s Conference, 1995) or on development (United Nations World Summit, New York, 2000) in building discourses and national policies encouraging education provision for girls no longer needs demonstrating. This number will seek to examine the ways and means of transferring or translating international injunctions into the processes of devising national education policies that benefit girls and women. It would be worthwhile to analyse the processes by which public measures are built up, between the priorities of international organisations and those reformulated by national policies and their implementation locally (at school level). Articles can study the instruments used for making the transfer, maybe coercive or voluntary, the strategies of the players involved, whether it be the three usually identified in such public actions (higher managers from international, intermediary and national bodies), or more rarely the local ones (education personnel). Such examination should take account of representations the players involved have of gender relations, cognitive conflicts produced by the discourses on schooling of girls and the means used in attempts to resolve them.

**2. School as perpetuator of gender inequality**

 Although the great majority of legal texts of countries of the South recognise the equality of rights to education for girls and boys, the representations of gender relations in the school context remain highly unfavourable for girls. Textbook content, educational guidance, administrations’ and teaching personnel’s practices are described as influencing girls’ educational pathways. What is the role of the status of women and representations of social relations between the sexes in determining attitudes and discriminatory practices of teachers or peers? How can tolerance of violence or sexual abuse suffered by female schoolchildren or students be explained? Such factors that harm girls can be studied from the viewpoint of ethnographies within the school space or outside it, or from quantitative studies. In some cases, in spite of the low impact schooling actually exerts on girls (women’s status unchanged, family codes still discriminatory with regard to women, persisting inequality in access to employment etc.), it sometimes continues to be perceived as a cause of social disorder and can trigger radical opposition. Authors could also focus on movements that oppose education for girls and the players initiating them. These can be examined with respect to the discourses of political or religious players, but also by shedding light on the violence perpetrated on primary and secondary level schoolgirls.

**3. Educational strategies of families in relation to schooling for girls and boys**

 Girls’ education is also influenced by families’ schooling strategies: indeed educational choices according to the child’s sex often seem decisive. The recent increases in numbers being sent to school prompt questions about the factors behind the changes taking place in the demand for education. The case notably in situations where families were often classified as being opposed to education for their girls. The new support for girls’ education raises the question about the reasons for these rapid changes. Can this movement be satisfactorily explained by qualitative and quantitative improvements in the education provision available and policies favouring girls’ schooling, or are we seeing an ongoing change in social representations regarding female education? Articles could look at recent acceptance of sending girls to school, strategies of resistance to schooling or differences in support shown depending on the child’s sex (in terms of spending on education, choice of levels of instruction or subjects, etc.). Researchers have more rarely focused on the role of each member of the family in decisions concerning the children’s education. In this issue, study can be made more specifically on the intrafamilial balance of power, possible conflicts and negotiations within the family and the role played by the women in decisions affecting education: without restriction of analysis solely to the result of negotiations, which could conceal the interplay of power relations.

**Contribution proposals (title and abstract not exceeding 1000 characters)**

**must be sent to the journal Autrepart**

**by 15 July 2015 at the latest**

**The selected articles must be submitted by  15 Octobert 2015**

**Notes on the topic of the issue**

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